**PERIOD ONE: 1491-1607**

**Learning Objectives and Key Concepts**

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

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| KEY CONCEPTS | MAIN IDEAS |
| Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. | The “New World” in 1491: social structures, economic pursuits, environmental factors that affect various tribes, compare and contrast tribes in different regions of the western hemisphere |
| Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. | Early explorations, Europe in the 16th century, and Early European settlements in the new world, and lasting influence. |
| Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group. | The New World post-European exploration and Columbian exchange; social structure and interaction between Native Americans, Spanish, and Africans |

***ESSENTIAL QUESTIONS:***

1. What was life like for Native American tribes, prior to European colonization, in specific regions?

2. How did various tribes adapt to their environment and thrive prior to 1492?

3. What caused Europeans to explore and colonize in the western hemisphere?

4. What was the Columbian Exchange and how did this affect both the eastern and western hemispheres?

5. How did culture, political power, and economic pursuits change for Native American tribe after European colonization?

***ESSENTIAL SKILLS FOCUSED ON FOR THIS TIME PERIOD:***

1. Students will learn what the historical thinking skills are an how we will use them is APUSH

2. Students will begin to analyze primary source material by learning how to breakdown all components of a primary source document, re-wording meaning in their own academically appropriate terminology, connecting the document to content learned in outside reading or class discussion, and determining bias in the source.

3. Students will learn how to annotate their textbook, difficult texts, and begin to develop AP level independent study habits.

4. Students will use historically relevant charts, graphs, political cartoons and maps to help understand trends in United States History.

5. Students will learn the major APUSH themes as established by the College Board.

PERIOD 1: PRE/POST COLUMBIAN NORTH AMERICA: 1491-1607

UNIT 1 CALENDAR

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| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **9-4**  **NO SCHOOL – LABOR DAY** | **9-5**  How Much US History Do You Know?  Textbooks handed out | **9-6**  Review of Syllabus  APUSH Themes | **9-7**  Annotated Map  How to annotate outside readings  Begin discussing Reformation | **9-8**  Reformation Comparative chart  Causes and Effects of the Protestant Reformation  Theme Review  **DUE: ANNOTATIONS ON REFORMATION READING** |
| **9-11**  America in 1491  Begin the first study guide | **9-12**  European Exploration of the “New World” | **9-13**  America in 1493  Compare & Contrast America before and after | **9-14**  Columbian Exchange  **DUE: CHAPTER 1 STUDY GUIDE** | **9-15**  Spanish Society in North America  Studying for your first assessment |
| **9-18**  Constitution Day  Analyzing Primary Sources & the debate over slavery in Spanish North America | **9-19**  Review | **9-20**  **Quiz on Period 1:**  **M/C, maps, & Short Answer** |  |  |